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ABSTRACT

This publication was prepared for distribution during the Conference on Educational Issues that Impact the Black Community, co-sponsored by the National Institute of Education (NIE) and the United State Office of Education, with the collaboration of a variety of national, regional, and local organizations. The goals of the conference were to: (1) facilitate a collaborative sharing of information bases, priorities and strategies, (2) establish an interface between these organizations, with other organizations, education researchers and policy makers, (3) establish benchmarks for the next 5, 10, 15, and 25 years, and (4) explore ways of reaching these goals. The issues discussed in this report are: career education, minorities and women in educational research, professional organizations and integration, policy and desegregation, school desegregation, and community involvement. Following the discussion of each issue is a listing of journal articles and research related articles contained in the Educational Resources Information Center (ERIC) System. (Author/AM)

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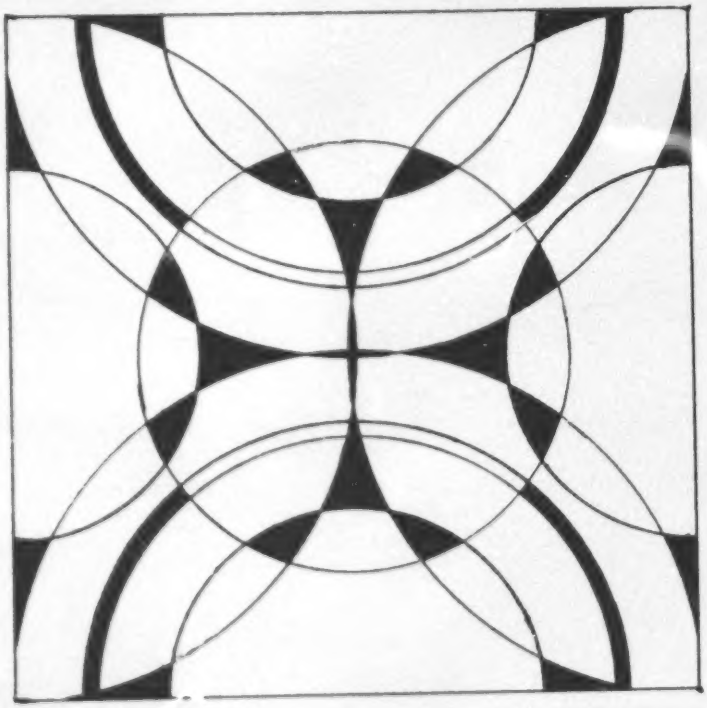
NATIONAL CONFERENCE ON EDUCATIONAL ISSUES

WHICH IMPACT THE BLACK COMMUNITY

ED138674



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NATIONAL INSTITUTE OF EDUCATION

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The National Institute of Education
U.S. Department of Health, Education and Welfare
Washington, D.C. 20208

NATIONAL CONFERENCE ON EDUCATIONAL ISSUES
WHICH IMPACT THE BLACK COMMUNITY

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INTRODUCTION

The National Institute of Education (NIE) was created by the Congress in 1972 to "help solve or alleviate" critical problems of American education through reseach and development.

Now in its fourth year, NIE has developed a specific problem oriented program that responds to the concerns and needs of educators, the Congress and the public. Institute policy is set by the National Council on Educational Research, a panel of distinguished citizens appointed by the President and confirmed by the Senate. To focus NIE activities on the most pressing academic and administrative problems in the schools, the Council has identified six program areas which form the basis for the Institute's organization. They are: Basic Skills; Educational Equity; Education and Work; Finance and Productivity; School Capacity for Problem Solving; and Dissemination and Resources.

The National Institute of Education, in collaboration with the U.S. Office of Education and a variety of national, regional and local organizations, is co-sponsoring this national conference on educational issues impacting upon the Black community.

The organizations presently listed as co-sponsors are:

The Association For The Study of Afro American Life and History
The National Alliance of Black School Educators
The National Council of Negro Women
The National Institute For The Study of Educational Policy
The National Association for Equal Opportunity in Higher Education
Institute for Service to Education
Black Child Development Institute, Inc.
United Negro College Fund
Operation PUSH
National Urban League
The Center for Research and Technical Assistance
Leadership Development Program
Research Focus on Black Education - Special interest group of AERA
National Black Health Consortium: ABP; ABS; ABCDI; CBSGC; NABN
Black Affairs Center, Inc.
Congressional Black Caucus

The conference is structured upon the assumptions that -- a number of national, regional and local Black educational organizations have been at the cutting edge of addressing the educational issues confronting Black and other minority Americans, -- a significant amount of data, research strategies, networks and

personpower is possessed by these organizations and other organizations with major education components and, -- much is to be gained from engaging this group of actors in a national dialogue with other actors across the spectrum of American life.

The goals of the conference are to (1) facilitate a collaborative sharing of information bases, priorities and strategies, (2) establish an interface between these organizations and with other organizations, education researchers and policy makers, (3) establish benchmarks for the next 5, 10, 15 and 25 years, and (4) explore ways of reaching those goals.

This publication has been prepared for distribution during the conference on Educational Issues That Impact the Black Community.

We hope this information will be of interst and assistance to you as educators, members of national organizations and community leaders.

CAREER EDUCATION

Career Education is a concept of increasing importance for American public education, because of its emphasis on preparing all students to cope more effectively with the outside world after they leave high school, whether they go on to higher education or directly into the world of work. The basic principles and components of Career Education are not new; what is new is that there are more organized efforts, strongly encouraged by the Federal government, to synthesize those principles and components into coherent, long-term school programs influencing the students' learning experiences through career education.

There is no single pattern of Career Education programs identifiable by specific curriculum content, materials, or facilities. Programs vary widely from district to district, depending on the special needs, priorities, and resources of those districts. In addition, program emphasis and components may vary with the age level of participating students. However, most career education programs share some common goals.

The following projects are planned by the Education and Work Division of NIE in the area of career education:

TV Career Awareness Project

Under a $3 million contract from NIE, public television station KCET of Los Angeles will produce 26 half-hour TV programs designed to reduce the limiting effect that sex roles and minority status have on the development of career interests in children 4-6. The full series will enter regularly-scheduled programming in 1978 on public television. It will also be available eventually for in-school use. Contact: Mary Lou Randour, Education and Work Group, National Institute of Education, Washington, D.C. 20208.

Education, Expectancies and Employment of Women and Minorities

This study surveys the aspirations and expectancies in employment by women and minorities and discusses the counseling implications of black women's labor market position. Contact: Patricia Gurin, Institute for Social Research, University of Michigan, Ann Arbor, Michigan 48106.

Factors Which Influence the Career Decision-Making Process

This study, now in progress, seeks to assess the career decision-making process among rural youth in the Deep South. Contact: Dr. Arthur G. Cosby, Department of Rural Sociology, Texas A & M University, College Station, Texas 77843.

Career Interm Program

Alternative schools fade in and out, but this one---the Urban Career Education Center in an inner city Philadelphia neighborhood is---is succedding, according toindependent evaluation. At the school, 200 dropouts and potential dropouts from traditional 10th, 11th and 12th grades undertake a program of career investigation, counseling and basic academic skills with individual attention, and support from community and parents. The evaluation will be available in the near future from the Education and Work Group, National Institute of Education, Washington, D.C. 20208. It is entitled The Career Intern Program: An Experiment in Career Education That Worked

New Estimates of the Effects of Family Background, Test Scores, Personality and Years of Schooling on Economic Success

This project, now in progress, continues the research gegun and reported by Christopher Jencks and others in Inequality: A Reassessment of the Effect of Family and Schooling in America. Contact: David Goodwin, Education and Work Group, National Institute of Education, Washington, D.C. 20208.

Response to Educational Needs Project

This project is designed to improve the educational achievement level of 21,000 disadvantaged children in the Anacostia district of Washington, D.C. The project emphasizes improving the knowledge, skills and attitude of the instructional staff through inservice training activities through which it is hoped that a more effective and efficient total educational delivery system can be established. Contact: George Sealey, Jr., Education and Work Group, National Institute of Education, Washington, D. C. 20208.

CAREER EDUCATION

JOURNAL ARTICLES

EJ115626 CG508549
A Sprinkle of Pepper: The State of Black Influence in White Colleges and Universities
Hale, Frank W., Jr. Journal of Non-White Concerns in Personnel and Guidance; 3; 2; 45-52 Jan 75

EJ120609 CG508791
Career Choices of Black Students: The Road to Influential Participation
Ellerbe, Crawford, Jr. Journal of Non-White Concerns in Personnel and Guidance; 3; 3; 121-124 Apr 75

EJ127524 CS703543
The Perception of Personal Space Among Black and White Americans
Connolly, Patrick R. Central States Speech Journal; 26; 1 ; 21-8 Spr 75

EJ103427 UD503089
Black and White Colleges: A Comparative Analysis
Elton, Charles F. Journal of Negro Education; 43; 1; 111-116 W 74

EJ120607 CG508789
The Non-White Vietnam Veteran: Anxieties and Frustrations with Continuing an Education
Green, Diane B.; And Others Journal of Non-White Concerns in Personnel and Guidance; 3; 3; 104-111 Apr 75

EJ120605 CG508787
Problems in Placing Minority Graduates from Vocational Programs
Clinkscale, Robert L. Journal of Non-White Concerns in Personnel and Guidance; 3; 3; 94-99 Apr 75

EJ125309 UD503886
The Significance of Research for the Survival of Black Colleges
Gary, Lawrence E. Journal of Black Studies; 6; 1; 35-54 Sep 75

EJ009490 CG500651
Apprenticeship and Negro Youth
Weldon, Robert A. J Employment Counseling; 6; 3; 117-120 69 Sep

EJ120604 CG508786
Career Counseling, Planning, and Placement: Implications for Minorities
Sabbath, Leslie M. Journal of Non-White Concerns in Personnel and Guidance; 3; 3; 93 Apr 75

EJ085441 UD502600
Vocational (Career) Education in Black Cities
DeBarry, Clyde E. Journal of Negro Education; 42; 3; 360-378 Sum 73

EJ140473 TM502287
College Student Migration to Predominantly Black Institutions of Higher Education in the United States
Steahr, Thomas E. Review of Public Data Use; 4; 3; 34-41 May 76

EJ092454 CG506874
Career Education and Blacks: Trick or Treat?
Kearney, Annette G.; Clayton, Robert L. School Counselor; 21; 2; 102-108 Nov 73

RESEARCH RELATED ARTICLES

ED040244# UD010184
Reaching the Disadvantaged Learner.
Passow, A. Harry, Ed.
Publ. Date: 70 Note: 360p.
Available from: Teachers College Press, 1234 Amsterdam Ave., New York, N.Y. 10027 ($5.95)
Document Not Available from EDRS.

ED118299 RC008973
Identification of Barriers and Proposed Solutions to the Attainment of Equal Representation in Pos.-Secondary Allied Health Programs for Minorities. Final Report.
Whittington, Marna C.; Benson, Stephen D.
Associates for Research in Behavior, Inc., Philadelphia, Pa. Science Center.; New England Hospital Assembly, Inc., Durham, Mass.
Sponsoring Agency: Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Report No.: NO1-AH-34065
Publ. Date: Sep 75 Note: 217p.

ED019005 EM006667
PROGRAMMED LEARNING IN CENTRAL AFRICAN CONTEXTS.
HAWKRIDGE, D.G.
Rhodesia Univ. Coll., Salisbury.
Report No.: UCRS-FE-OP-7
Note: 91P.
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

ED078115 UD013648
Career Education and the Minorities.
Marland, S. P., Jr.
Publ. Date: 1 Feb 73 Note: 14p.; Speech before a national conference on "Career Education: Implication for Minorities," Sheraton-Park Hotel, Washington, D.C., February 1, 1973
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

ED106629 CE003903
Career Development Guides: Career Awareness Through Afro-American Literature.
Harrod, James
University City School District, Mo.
Publ. Date: 74 Note: 15p.; For related documents see CE 003 801-2 and CE 003 804-7
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

ED094214# CE001736
Black Agenda for Career Education.
Johnson, Roosevelt
Publ. Date: 74 Note: 151p.
Available from: ECCA Publications, 1629 K Street, N.W., Suite 520, Washington, D. C. 20006 ($4.95)
Document Not Available from EDRS.

ED118297 RC008971
A National Study of Minority Group Barriers to Allied Health Professions Education in the Southwest. Final Report.
Murray, Betty
Southwest Program Development Corp., San Antonio, Tex.
Sponsoring Agency: Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Report No.: NO1-AH-34087
Publ. Date: Aug 75 Note: 189p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage

ED121168 HE007589
A Partnership for Leadership in the Development of A Year 2000 Plan for Parity in Education. The National Goal of Equal Opportunity and The Historically Black Colleges. (Summary Statement and Statement).
National Association for Equal Opportunity in Higher Education, Washington, D.C.
Publ. Date: 4 Nov 75 Note: 93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage

ED015312 VT004090
STUDY OF THE MEANING, EXPERIENCE, AND EFFECTS OF THE NEIGHBORHOOD YOUTH CORPS ON NEGRO YOUTH WHO ARE SEEKING WORK. PART I, WORK ATTITUDES, SELF-IMAGE, AND THE SOCIAL AND PSYCHOLOGICAL BACKGROUND OF WORK-SEEKING NEGRO YOUNG ADULTS IN NEW YORK CITY.
HERMAN, MELVIN ; SADOFSKY, STANLEY
New York Univ., N.Y. Graduate School of Social Work.
Report No.: NY-CWP-66-9573-0-5433024-PT-1
Publ. Date: JAN67 Note: 242P.
EDRS PRICE MF-$0.76 HC-$12.05 PLUS POSTAGE

ED028224 UD007868
A Summary of Retrospective Studies of the Effectiveness of NYC Out-of-School Programs in Four Urban Sites.
Walther, Regis H.
George Washington Univ., Washington, D.C. Social Research Group.
Sponsoring Agency: Manpower Administration (DOL), Washington, D.C.
Contract No.: DOL-81-09-66-19
Publ. Date: 8 Dec 67 Note: 17p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

ED122274# CS202659
Reform in Freshman English in Black Virginia Colleges, 1954-1974.
McIntyre, Flossie Hickman
Publ. Date: 75 Note: 216p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey
Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8699, MFilm $7.50, Xerography $15.00)

ED116891 RC008970
Barriers to Minorities in Allied Health Education. (A Report on Seven Southeastern States). Final Report.
Esler, Elisa P.
Research Triangle Inst., Durham, N.C.
Sponsoring Agency: Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.
Report No.: FR-2[illegible]U-894
Publ. Date: Aug 75 Note: 145[illegible]
EDRS Price MF-$0.76 HC-$6.97 Plus Postage

MINORITIES AND WOMEN IN EDUCATIONAL RESEARCH

Background

The National Institute of Education is currently expanding its efforts to increase the participation of women and minorities in all functions of the knowledge production and utilization system in education. Program activities will be designed to increase opportunities for minorities and women to participate in ongoing activities of research, development dissemination, and evaluation. At present, we anticipate that three strategies will be used to accomplish this objective.

1. Collaboration with Labs and Centers. This strategy will emphasize training and experience in basic and applied research development, dissemination, and evaluation functions through placements in Labs and Centers or agencies with which they are associated. These placements will focus upon experiences in settings that provide opportunities for identifying and applying research knowledge and information on effective practice to a variety of educational problems.

2. Provision of Technical Assistant to Minorities and Women Currently Engaged in Knowledge Production and Utilization in Education. Several alternative methods of providing technical assistance will be investigated. These alternatives include, but are not limited to:

a) collaborative publications with senior investigators
b) general and targeted conference participation
c) workshops to develop proposal writing expertise
d) limited competitions for grants or contracts to support specific projects
e) the provision of small amounts of money and consultant and minorities in order to increase their ability to participate in the KPU system

3. Collaboration with Institutions of Higher Education. This stragegy will stress training and experience in the knowledge production functions through association of the Program's participate with research units of universities or similar institutions. Alternative formats for this strategy include collaboration on research projects, pre- and/or post-doctoral fellowships, and short-term workshops or training programs.

Funds totalling $950,000 have been allocated from the Institute's FY 1977 budget to support these program activities in the following manner: $300,000 in program funds will be used to support continuation of program planning development and operations initiated in FY 1976, $150,000 will support our commitment to continue the ASA Minority Fellowship Program, and $500,000 will be allocated for pilot program activities in selected Labs and Centers. In line with the Institute's commitment to the Program

and its purposes, $3,000,000 of our FY 1978 budget will be allocated to support activities being conducted other than Labs and Centers. An activities within Labs and Centers.

Activities planned for the Minorities and Women Program in FY77 include a competitive awards program for experimental project grants limited to the 17 Laboratories and R&D Centers. The purpose of the grants program is two-fold:

- o to increase the use of Laboratory and R&D Center resources and experience to provide personnel development opportunities relevant to education R&D, emphasizing opportunities for women and members of minority groups who previously have had restricted opportunity to obtain essential training and experience in education R&D.

- o to generate, through experimental projects, a variety of carefully reasoned personnel development approaches which may be used in advancing the objectives of this program within additional organizations in subsequent years.

In addition, a series of planning and development conferences on perspectives on increasing the participation of minorities and women in education R&D has been initiated. Among the conferences planned are:

1. Developing minority perspectives in education and related work. Sponsored by the AERA/Special Interest Group - Research Focus on Black Education and NIE.

2. Bilingual Education Fellowship Planning Conference sponsored by the Office of Bilingual Education and NIE.

3. A program planning conference to develop priorities and strategies for addressing the concerns of women in R&D sponsored by the AERA Ad-hoc Committee on the Role and Status of Women.

Finally, a four week Post-Doctoral Institute will be conducted during the summer of 1977. The purpose of this conference is to test a training model which can serve as a prototype in future years. The design, development, and content of the learning activities will focus on two broad areas:

1. Definition of issues related to the participation of minorities and women in education R&D.

2. Examination of R&D as these approaches have relevance for the increased participation of minorities and women.

MINORITIES AND WOMEN IN EDUCATIONAL RESEARCH

JOURNAL ARTICLES

EJ098724 UD502934
Pro and Con Discussion--Should Congress Curtail the Use of "Busing" for School Desegregation? Con
Congressional Digest; 53; 4; 109-127 Apr 74

EJ119138 CS702136
Quotas or Integration: The NAACP Versus the Pittsburgh "Courier" and the Committee on Participation of Negroes
Finkle, Lee Journalism Quarterly; 52; 1; 76-84,137 Spr 75

EJ121890 UD503700
Implications of the Weinstein Decision
Jones, nathaniel Integrated Education; 13; 3; 143-146 May-Jun 75

RESEARCH RELATED ARTICLES

ED002049
DE FACTO SCHOOL SEGREGATION IN MILWAUKEE.
GIBSON, MORGAN ; AND OTHERS
National Association for the Advancement of Colored People, Milwaukee, Wis. Wisconsin Conference.
Publ. Date: DEC63 Note: 77P.
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE

ED001604
SCHOOL SUPERINTENDENTS CONFERENCE ON THE PRACTICAL PROBLEMS OF PUBLIC SCHOOL DESEGREGATION.
BRAIN, GEORGE B.
Baltimore City Public Schools, Md.
Publ. Date: 64 Note: 32P.
EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

ED038436 UD009612
The Federal Retreat in School Desegregation. Special Report.
Barker, Horace
Southern Regional Council, Atlanta, Ga.
Publ. Date: Dec 69 Note: 76p.
Available from: Southern Regional Council, Inc., Atlanta, Ga. ($.50; $.40 in bulk)
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

ED051348 UD011603
The Attitudes of Students at Black High Schools in Five Cities, Spring 1970.
Levine, Daniel U.; And Others
Greater Kansas City Mental Health Foundation.; Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.
Sponsoring Agency: National Inst. of Mental Health (DHEW), Bethesda, Md.
Publ. Date: Apr 71 Note: 103p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

ED058357 UD012030
Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 17--Delivery Systems for Federal Aid to Disadvantaged Children; Addendum to Part 10--Hearing of June 14, 1971.
Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.
Publ. Date: Oct 71 Note: 394p.; Hearings held Washington, D.C. Oct 7, 1971
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.50)
EDRS Price MF-$0.76 HC-$19.67 PLUS POSTAGE

ED128535 UD016361
NAACP Report on Minority Testing.
National Association for the Advancement of Colored People, New York, N.Y.
Sponsoring Agency: College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
Publ. Date: May 76 Note: 43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

ED062494 UD012375
Fact Book on Pupil Transportation. MARC Document Number 2.
Metropolitan Applied Research Center, Inc., New York, N.Y.
Sponsoring Agency: B'nai B'rith, New York, N.Y. Anti-Defamation League.; Cheyney State Col., Pa.; National Urban League, Inc., New York, N.Y.
Publ. Date: Apr 72 Note: 89p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

ED069827 UD013045
The Problem of Discipline/Control and Security in Our Schools. Position Paper, Number 1.
National Urban League, Inc., New York, N.Y.
Publ. Date: 20 May 71 Note: 20p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

ED124670 UD016121
Jobs, Dollars and Race From an Educator's Perspective: Urban Education in a Pluralistic Society.
Porter, John W.
Publ. Date: Jul 75 Note: 26p.; Speech delivered before National Urban League annual meeting (Atlanta, Georgia July 1975)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

ED117213 UD015598
The Historically Black Public College in an Integrated Society.
Jordan, Vernon E., Jr.
Publ. Date: 24 Oct 75 Note: 19p.; Address at the National Urban League inaugural ceremonies (Nashville, Tennessee, October 24, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage

ED012723 UD002750
RESEARCH STUDY (A STUDY OF THE PROBLEMS OF INTEGRATION IN NEW YORK CITY PUBLIC SCHOOLS SINCE 1955).
BURNETT, NATHAN L. ; AND OTHERS
Urban League of Greater New York, N.Y.
Publ. Date: SEP63 Note: 125P.
EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE

ED069364 PS005987
Licensing Your Community Child Care Center.
National Urban League, Inc., New York, N.Y.
Publ. Date: 72 Note: 17p.
Available from: National Urban League, 55 East 52nd Street, New York, N. Y. 10022 (single free)
EDRS Price MF-$0.76 HC-[illegible] POSTAGE

ED095234 UD014497
A Review of Three Alternative Schools in Greater Cleveland: Promising Practices and Feasibility Issues.
Fleming, Elyse: And Others
Cleveland Urban Learning Community, Ohio.; United Independent Schools of East Cleveland, Ohio.; Urban League of Cleveland, Ohio. Street Academy.
Sponsoring Agency: Arthur H. Schubert Foundation, Cleveland, Ohio.; Cleveland Foundation, Ohio.; George Gund Foundation, Cleveland, Ohio.; Martha Holden Jennings Foundation, Cleveland, Ohio.
Publ. Date: 15 Jul 74 Note: 421p.
EDRS Price MF-$0.76 HC-$20.94 PLUS POSTAGE

ED126005 SP010159
Developing an Organizational Plan for the Southern Consortium of Black Colleges for Teacher Education.
Goddu, Roland
New England Program in Teacher Education, Durham, N.H.; Southern Consortium of Black Colleges for Teacher Education.
Publ. Date: 76 Note: 19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

ED094858 PS007295
Public Policy Seminar from a Black Perspective.
Black Child Development Inst., Washington, D. C.
Publ. Date: 72 Note: 47p.
Available from: The Black Child Development Institute, Inc., 1028 Connecticut Avenue, Suite 514, Washington, D. C. 20036 (no price quoted)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

ED127392 UD016215
Conceptual and Strategic Issues in the Relationship of Black Psychology to American Social Science.
Jones, James M.
Publ. Date: Jun 75 Note: 41p.; Paper presented at the Conference on Empirical Research in Black Psychology (Teachers College, Columbia University, New York, N.Y. June 25-27, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

ED019362 UD005548
THE UNSKILLED NEGRO WORKER IN THE CHICAGO LABOR MARKET. RESEARCH REPORT.
BERRY, EDWIN C.; TAYLOR, DAVID P.
Chicago Urban League, Ill.
Note: 24P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

PROFESSIONAL ORGANIZATIONS AND INTEGRATION

Professional organizations in education - associations of teachers and various categories of supervisors, administrators, and other specialized groups - have by and large viewed desegregation/integreation as an organizational problem. That is, before the Brown decision in 1954, no professional organization, with the exception of the all black American Teachers Association and perhaps the American Federation of Teachers, took a leading part in the struggle to eliminate segregation in the schools. Nevertheless, within several organizations, notably the AFT, the National Education Association, and the Association for Supervision and Curriculum Development, there were prominent individuals who fought for school integration and tried to induce their organizations to act vigorously against segregation.

Most educational organizations have adopted liberal positions against racial segregation in education. However, it has been the two teacher organizations, the AFT, and the NEA, perhaps because of inter-organizational competition, which have been the most active by far in this area of concern.

The doctrine of "separate but equal" was pretty much taken for granted by both the NEA and AFT until the late 1940s. The AFT chartered separate black and white organizations, and the NEA had separate black and white state organizations wherever the school systems were separate. However, the AFT, being the smaller an more radical, began to press for school integration as early as the 1930s, and AFT leaders were among the army of researchers and thinkers who helped prepare the National Assocation of Colored People brief in the Clarendon County (SL) cases and the Brown vs. Board of Education. Soon after that momentous decision, pro-integration AFT leaders began working to eliminate segregated local organizations. A series of convention resolutions finally resulted in the explosion in 1956 of locals which refused to integrate -- comprising twenty per cent of the national membership at the time.

The NEA, because of its much larger size and the influence of the intrenched leadership on both sides of the question, had a much more serious problem with internal integration that did its union rival. It was not until 1964 that the Association was able to outlaw segregated organizations and to establish a plan for merging the black and white associations in each state. The job was finally completed in 1977 (all states except Louisiana had long since integrated) with a minimum of internal dislocation.

So far as integration of pupils and staff is concerned, the organizations have followed roughly similar policies, for the the most part. Both are members of the Full Funding Committee, an educational lobbying group in Washington which has backed every piece of proposed civil rights, compensatory education, and pro-integration legislation, and opposed every crippling amendment and

and counter-integration proposal. Both are members of the Leadership Conference on Civil Rights, and both have "gone amicus" in a long series of school segregation legal suits. Both have policies favoring pupil busing for integration and both have had difficulty in getting local organizations to fellow this policy in some cases.

When it comes to integration of school staffs, however, both organizations have been cautious, for fear of losing the support of teachers who might be involuntarily transfered. The NEA position on affirmative action has been much stronger than that of the AFT, however. The Federal opposes what it calls racial quotas and "desegration in reverse."

PROFESSIONAL ORGANIZATIONS AND INTEGRATION

JOURNAL ARTICLES

EJ016454 UD500402
The Desegregation Effort of the National Education Association
Schultz, Michael J. Integrated Educ; 8; 2; 37-44 70 Mar-Apr

EJ010574 AA503988
Toward the End of the Teaching Strike
Ornstein, Allan C. J Secondary Educ; 44; 6; 260-264 69 Oct

EJ005657 UD500110
The National Education Association and Desegregation
Dewing, Rolland Phylon; 30; 2; 109-124 69 Sum

RESEARCH RELATED ARTICLES

ED120314 UD015899
Opinions Differ on Black Studies.
Sowell, Thomas; Bailey, Ronald Beresford
National Education Association, Washington, D.C.
Publ. Date: 75 Note: 19p.; Reprinted from "Today's

ED115639 95 SP009709
Roots of America; A Multiethnic Curriculum Resource Guide for 7th, 8th, and 9th Grade Social Studies Teachers.
National Education Association, Washington, D.C.; New Jersey Education Association, Trenton.
Sponsoring Agency: Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

ED045575 SP004463
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National Education Association, Washington, D.C. Commission on Professional Rights and Responsibilities.
Publ. Date: Sep 70 Note: 23p.
Available from: NEA, Office of the General Counsel, 1201 16th Street, N.W., Washington, D.C. 20036 (single copies upon request)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

ED058339 UD011995
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Publ. Date: Sep 71 Note: 129p.; Hearings held Washington, D.C. Sept 21-23, 1971
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ED012094 EA000494
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BOWSER, VIVIAN R. ; AND OTHERS
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Publ. Date: MAY67 Note: 90P.
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ED029056# UD005085
The Teacher and Integration.
Noar, Gertrude
Student National Education Association, Washington, D.C.
Sponsoring Agency: National Commission on Teacher Education and Professional Standards, Washington, D.C.
Publ. Date: 66 Note: 97p.
Available from: Publication-Sales Section, National Education Assn, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (paperbound $1.50, clothbound $2.50).
Document Not Available from EDRS.

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What Every Teacher Should Know about Student Rights.
Cary, Eve
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Publ. Date: 75 Note: 40p.
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Desegregation/Integration: Planning for School Change. A Training Program for Intergroup Educators.
Smith, Kathleen, Ed.
National Education Association, Washington, D.C.
Publ. Date: 74 Note: 112p.
Available from: National Education Association Publications Order Dept., The Academic Bldg., Saw Mill Road, West Haven, Conn. 06516 (Stock No. 0-8106-1332-8-00; $2.00, paper)
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WILCOX COUNTY, ALABAMA--A STUDY OF SOCIAL, ECONOMIC, AND EDUCATIONAL BANKRUPTCY. REPORT OF AN INVESTIGATION.
BROADUS, JAMES ; AND OTHERS
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Publ. Date: JUN67 Note: 113P.
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Publ. Date: 69 Note: 15p.
Available from: Publications-Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. ($0.50)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

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EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

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Kepecs, Mary, Ed.; Ross, Ellen, Ed.
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Publ. Date: 21 Feb 70 Note: 12p.
Available from: Publications-Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($0.50: discounts on quantity orders)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

POLICY AND DESEGREGATION

Desegregation is not only the reassigning of students and teachers, but it is also an opportunity to implement stategies for educational reform. Although the states constitutionally bear the primary responsibility for education, the federal government can perform four functions: to promote cooperation among all levels of government, provide money, provide technical assistance, and promote and support research. The first three will be treated in this paper, since they can be strengthened with little or no change in the applicable legislation, the Emergecy School Aid Act, and the Civil Rights Act of 1964, Titles IV and VI.

The first step can be taken without any changes in legislation, regulations, or levels of funding. It would be the vigorous enforcement of Title VI (42 U.S.C. 2000d), which states:

> "No person in the United States shall, on grounds of race, color or national origin, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

The HEW Office for Civil Rights has the statutory authority and capability to facilitate voluntary desegregation, and when those efforts fail, to cut off federal funds to school districts that discriminate.

The second step is to examine the Emergency School Aid Act (20 U.S.C. 1601 et seq.), which is intended to help school districts (LEAs) that are in the process of desegregation, and to promote voluntary efforts to desegregate. The purpose of ESAA can be more effectively carried out by making some changes in its regulations, increasing present appropriations to the authorized level, and by small changes in statute, and in developing statutory changes that have more long-term effects.

II. Increasing State Responsibility for School Desegregation

Since states bear the fundamental responsibility for education in our federal system, we need to develop ways in which states may play a bigger part in the desegretation process. At present, some states have assumed a strong role, and the greatest need seems to be for better coordination and consistency in federal and state standars. Other states have held back, and should be encouraged to do more. Some new mechanisms to achieve these goals are:

A. State plans - States now receive funds through programs under the Civil Rights Act, Title IV (42 U.S.C. 2000c) for technical assistance (discussed below). Some of these funds could be used as incentive grants to states that develop plans

to desegregate all the state's schools, meeting standards equal to those of the Office for Civil Rights and the federal courts. One option would be to turn over most of the job of civil rights enforcement to the states, so that local school districts are not faced with competing and conflicting standards. This might also eliminate the unpopular federal presence. A drawback is that state enforcement standards might appear on paper to be equal to federal standards, but in fact LEAs might not be held to those standards.

B. Metropolitanism - The problem is that the population of many of our large cities has become so heavily minority that effective desegregation is virtually impossible on a city-only basis. Moreover, city-only desegregation can be undone by residential mobility to the suburbs. One of the most promising avenues of desegregation, therefore, is the metropolitan approach. ESAA from the start recognized this and specifically set aside funds for metropolitan projects (1608). The required set-aside for metropolitan education parks was removed in 1974 (Pub.L. 93-380) because the Administration and key members of Congress found the transportation implications distasteful. But the law still permits funding of metropolitan areawide planning and interdistrict transfer programs.

III. Technical Assistance

The federal government now supports several mechanisms to provide technical assistance. This help is especially necessary to smaller districts that cannot afford sizeable staffs for planning, teacher-training, curriculum development, and so forth. It is important for districts to have a resource that would enable them to profit from the experience that other districts have had in attempting school desegregation. Thus far, technical assistance is supplied to LWAs by direct funding, by state governments (with their own funds and with federal funds under Title IV of the Civil Rights Act), and from General Assistance Centers, usually at universities, also supported by Title IV. Technical Assistance is also provided by the Community Relations Service of the Department of Justice. The content and delivery of these services need to be strengthened, coordinated, and expanded, in order to provide school districts with the kinds of help they really need.

IV. Conclusion

In the past, although unitended, the Emergency School Aid Act has deterred the desegregation efforts of local school districts, due to contradictions and penalties in the regulations, and through its funding process, which is an impediment of long-rante program development. There is a need for vigorous enforcement of consistent standards by the Equal Educational Opportunity Program, by the Office for Civil Rights, and by the states. Moreover, there is a need for a program designed to build on a strong planning process and to build from year to year, rather

than on the disjointed basis of annual grant applications. The federal government could strive to promote a partnership among all levels of government, and better coordination among various federal agencies, toward improved education programs during the desegregation process.

It should also be borne in mind that policies for school desegregation should be viewed as an integral part of federal policies for housing, employment, transportation, and under-metropolitan planning. This is not to imply that action for school desegregation can await the decades that it might take to integrate neighborhoods, even assuming federal policies were pointed in that direction. Rather, it is meant to make the perhaps obvious point that policies for schools, housing, employment, and transportation must be examined for their impact upon each other, so that constructive education policies do not appear to be useless failures because they are being undermined by actions of other government departments.

POLICY AND DESEGREGATION

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Thompson, Daniel C.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
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EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

ED072123# UD013142
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Crain, Robert L.; Weisman, Carol Sachs
Publ. Date: 72 Note: 237p.
Available from: Seminar Press, 111 Fifth Avenue, New York, N.Y. 10003 ($9.95)
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ED084335# UD013929
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Silver, Catherine Bodard
Sponsoring Agency: Columbia Univ., New York, N.Y. Urban Center.
Publ. Date: 73 Note: 222p.
Available from: Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 ($16.50)

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Boyd, William M., II
Educational Policy Center, New York, N. Y.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Publ. Date: 74 Note: 110p.; Praeger Special Studies in U.S. Economic, Social, and Political Issues Series
Available from: Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 ($2.50, paper; $11.00, cloth)
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Bardo, Harold R.; And Others
Publ. Date: Aug 73 Note: 14p.; Paper presented at the National Association of Black Psychologists meeting, Detroit, Michigan, August 1973
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

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Lavin, David E.; Silberstein, Richard A.
Publ. Date: Dec 75 Note: 10p.
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ED124627# UD016075
The Relationship of Administrative Practices and Procedures to the Integration of Desegregated Secondary Schools.
Brezner, Jeffrey Lee
Publ. Date: 74 Note: 208p.
Available from: Xerox University Microfilms, P.O. Box 1764 Ann Arbor, Michigan 48106 (Order No. 75-4148; Microfilm $7.50; Xerography $15.00)
Document Not Available from EDRS.

ED096377# UD014546
Population Policy and the Black Community.
Austin, B. William
National Urban League, Inc., New York, N.Y. Research Dept.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Publ. Date: Jul 74 Note: 194p.
Available from: National Urban League, Inc., 477 Madison Avenue, New York, New York 10022 ($2.00)
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Social Scientists and Public Policy; and Seminar Discussion
Reddick, Larry
Publ. Date: 7 Jun 74 Note: 55p.; Paper presented at Seminar on Public Policy (Center for Urban Studies, Harvard University, Cambridge, Massachusetts, June 7, 1974); Best Copy Available
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

SCHOOL DESEGREGATION

In the more than two decades since the monumemtal Supreme Court school desegregation decision of 1954, the United States as a society has been grappling judicially, philosophically, and pedagogically with the problems of bringing majority and minority group children together in public school classrooms. It would be merely historical recitation to detail the various moods of our society with respect to the degree, frequency, and intensity of interest in achieving desegregated publuc education. Racial integration has been viewed by many in our society as a critical dimension of educational opportunity and as a means to fulfill the goal of equal justice for all children, regardless of their race, ethnicity, or religious background. It is thus appropriate that NIE undertake research in this area of vital national concern. The moral and legal mandate for the elimination of segregation in our public schools is clear. The issue facing us now is how to make such educational settings viable and humane place for all children.

Issues surrounding the desgregation of our schools are multifaceted and complex. An effective research effort in this area must reflect this complexity and respond accordinly. Thus the Desegregation Studies Staff has sought to pursue research that addresses questions of knowledge, questions of policy, and question of practice. Studies range from micro-classroom processes of status equalization and teacher expectations to the mid-range of crisis prevention and resegregation, to the macro issues of law and education, "white flight," teacher training, and federal interagency coordination.

Program Initiatives. Eight specific FY 1977 program initiatives have been determined to enhance our understandings of the problems listed above and to provide research findings relevant to their solution:

1. School Resegregation: An assessment of the mechanisms by which schools create internal resegregation will be undertaken so as to determine how such mechanisms and procedures can be modified or eliminated. Alternative stragegies for promoting school integreation will be devised.

2. Presence of Unequal State Conditions in Desegregated Schools: A status equalization model for integreated classrooms, developed from seven years of laboratory experimentation, will be field tested in the Berkeley, Califonria, public schools to determine its effectiveness and potential for replication elsewhere.

3. School Desegregation Policies and Residential Mobility Patterns: Studies are planned to assess the impact of various school desegregation policies upon the rates, variations, and dynamics of residential mobility patterns. Of particular import is the support of a three-year study of the process in Louisville, Kentucky.

4. Education, Social Science, and the Judicial Process: Research shall be initiated as a follow-up to a recent international symposium of scholars, judges, lawyers, and educators held to discuss the potentials and limits of using social science data in judicial proceedings on matters of school desegregation.

5. Ethnographic Accounts of Desegregated Settings: Support shall continue for six teams of anthropologists currently conducting three-year studies of the variations and alternatives in desegregated school settings. Indentifying socialization and interracial interaction patterns which occur in integrated schools will be an important outcome of these studies.

6. Facilitating School Desegregation: The Staff will identify and assess current innovative techniquest employed to ease tensions and reduce potential conflicts during the desegregation process. Site testing will be supported for those models considered especially promising.

7. Development of Teacher Training Procedures: After examining current approaches to both in-and pre-service training developed especially for the desegregated setting, the Staff will select several thought to be most promising, and then develop strategies for disseminating information about them and work to promote their adoption elsewhere.

8. Teacher Expectations in Integrated Settings: Support shall continue for work on the impact of teacher expectations upon both majority and minority students' motivation and performance in integrated settings. Such information will be of value in developing equal status conditions and equal educational opportunity in the desegregated school setting.

Current Desegregation Studies

1. Field Studies in Urban Desegregated Schools: Six ethnographic field studies, spanning three years, are being conducted at sites across the country. These studies will generate a data base on the actual life and milieu of the integrated setting.

2. International Symposium on "Education, Social Science and the Judicial Process": In February 1976, scholars, educators, and jurists were brought together to discuss the matter and form in which social science data are being used in judical hearings. Further research will focus on how new data can be generated that are applicable to both the social science and legal communities.

3. Study of Interrelations of Protest and Politics in the Boston Desegregation Process: This research is the first quasi-experimental panel study on community reactions to court-ordered

desegregation in a large northern city. The findings will allow a systematic examination of how background factors, attitudinal variables, and neighborhood characteristics influence (a) responses to Federal Court orders and (b) behavioral decisions by parents in regard to residential relocation or transfer to private/parochial schools within the city.

4. Development of On-Site Crisis Prevention Models for Desegregated Schools: This program supports development and dissemination of techniques to help principals and teachers cope with the strains and conflicts of the initial stages of the desegregation process. Emphases upon classroom, school, and community factors are included.

5. Studies of School Resegregation Patterns and Processes: Several school systems are being supported in their efforts to develop and implement within school resegregation resulting from ability or curriculum grouping practices.

6. Unequal Status Conditions in Desegregated Schools: There is increasing evidence that in the process of desegregation, schools evolve a new internal status hierarchy where minority students are relegated to the lower status positions. This program will test in several Berkeley, California, public schools one model of status equalization as to its effectiveness and potential replicability.

7. Postsecondary Training for Teachers in Desegregated Settings: Research is sponsored to identify, review, analyze, and catalog "Current Best Pracitices" in promoting skills development for effective instruction and curriculum design in desegregated settings. As a follow-up, one or more models shall be supported in efforts to disseminate their practices.

8. Study of Teacher Expectations in Desegregated Settings: Research is underway which in concentrating on the interrelations of teacher expectations and the expectations children develop for their own performance when they are in integrated settings. Of particular importance is the question of how the social matrix affects the expectation process.

9. NIE Interns: The Desegregation Studies Staff, in conjunction with the Institute for Educational Leadership at George Washington University, seeks to provide several fellowships each year for scholars interested in research and policy making related to issues of school desegreation.

10. Desegregation and Residential Mobility Patterns: Research is being supported on the impact of the desegregation process upon the choices of residents with respect to staying or leaving areas impacted by desegregation efforts. A three-year study of the Louisville, Kentucky, situation is one such study being supported to address this issue.

SCHOOL DESEGREGATION

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Gergel, Richard New South; 26: 1; 34-8 W 71

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Weinberg, Meyer Integrated Education: 12: 4: 6-12 Jul-Aug 74

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Anderson, Alvin Frederick Journal of Non-White Concerns in Personnel and Guidance: 4: 1: 38-43 Oct 75

EJ090410 UD502742
Chronicle of Race and Schools
Weinberg, Meyer Integrated Education: 11: 4: 9-20 Jul-Oct 73

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School Environments and Student Racial Attitudes. NCRIEEO Tipsheet, Number 12, May 1973.
Lachat, Mary Ann
Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.
Publ. Date: May 73 Note: 4p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

ED120327 UD015913
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Pontiac City School District, Mich.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 12 Oct 73 Note: 122p.
EDRS Price MF-$0.83 HC-$5.01 Plus Postage

ED081865 UD013753
The Institute to Assist Schools in Dealing With Problems Occasioned by and/or Incidental to Desegregation: Final Report. Changing Crisis to Challenge: an Approach to Equal Educational Opportunity.
Puricelli, Angelo H.; And Others
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Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 72 Note: 215p.
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ED070787 UD013075
Evaluation of San Francisco Unified School District Desegregation/Integration, 1971-72.
Barnett, Saul; And Others
San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-9-72-0003(207)
Publ. Date: Oct 72 Note: 374p.
EDRS Price MF-$0.76 HC-$18.40 PLUS POSTAGE

ED037501 UD009690
The Consequences of Segregation: Academic Achievement in a Northern Community.
Wilson, Alan B.
California Univ., Berkeley. Survey Research Center.
Sponsoring Agency: Commission on Civil Rights, Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.
Publ. Date: Mar 69 Note: 99p.
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EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

ED127398 95 UD016243
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Jacobson, Cardell K.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.; Wisconsin Univ., Milwaukee. Language and Area Center for Latin America.
Grant No.: NE-G-00-3-0053
Publ. Date: May 76 Note: 63p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

ED124633# UD016081
Changes in Opinions of Professional Staff in Schools Experiencing Rapid Integration.
Daniels, Lorraine Morrison
Publ. Date: 74 Note: 112p.
Available from: Xerox University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,370 Microfilm $7.50; Xerography $15.00)
Document Not Available from EDRS.

ED103541 UD014914
Levels of Aspiration of Black Students as a Function of Significant Others in Integrated and Segregated Schools.
Peniston, E.
Publ. Date: 74 Note: 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 1975)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

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Franc, Max B.
Publ. Date: 5 Mar 72 Note: 17p.; Paper presented at Pacific Chapter American Association for Public Opinion Research Meeting, Asilomar, Calif., March 3-5, 1972
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

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Gillispie, Fred D., Jr.
Publ. Date: Jul 75 Note: 132p.; Submitted in partial fulfillment of Ph.D. Requirements, Walden University
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

ED096368 UD014532
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Bush, Endilee P.
Publ. Date: Apr 74 Note: 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

ED094021 UD014325
Achievement and Attitudinal Changes Associated with School District Reorganization.
Beers, Joan S.; Reardon, Francis J
Publ. Date: Apr 74 Note: 19p.; Portions of paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

ED090657 EA006107
Black Administrators: Winners and Losers in the Desegregation-Integration Process.
Lutterbie, Patricia Hansen
Publ. Date: Apr 74 Note: 17p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

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A Procedure for Identifying Problems and Solutions in Desegregated Schools.
Uni:, Norman P.
Sponsoring Agency: North Carolina Central Univ., Durham.
Publ. Date: Apr 74 Note: 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974). Appendixes may not reproduce legibly due to the print size in the original document
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

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School Environments and Student Racial Attitudes. NCRIEEO Tipsheet, Number 12, May 1973.
Lachat, Mary Ann
Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.
Publ. Date: May 73 Note: 4p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

ED059318 UD012081
The Public School Principal as the Change Agent in the Desegregation/Integration Process.
Turnage, Martha
Virginia Highlands Community Coll., Abingdon.
Publ. Date: 6 May 71 Note: 23p.; Paper presented at the Southern Sociological Society Meeting, Miami, Fla., May 6, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

ED117784 95 EA007778
Busing for Desegregation. The Best of ERIC, Number 15.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-8-0-080353-3514
Publ. Date: Feb 76 Note: 5p.
Available from: ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage

COMMUNITY INVOLVEMENT

Recent studies suggest that while school change can come from many sources, the key to steady long-term improvement rests with the organizational and managerial aspects of the schools themselves. It is often the way a school or district, as an organization, makes decisions and implements programs, in addition to the quality of the program itself, that determines success.

NIE's School Capacity for Problem Solving Group was established to help schools develop the organizational skills they need to improve their performance continously. The Group also assists decision-makers at all levels of government by analyzing initiatives they can take to strengthen the local management and organization of education. Among the activities supported by the group are:

Learning how to help urban and rural schools improve their organization and management. The Center for New Schools in Chicago has been studying nine projects funded by the Program in 1975 and is helping other schools learn from them. The nine projects -- all in urban school districts -- have been working on ways to involve parents in school problem-solving, to strengthen teachers' decision-making roles, to try out new approaches to staff support and curriculum development such as advisors and teachers' centers, to take better advantage of community resources, and to reorganize schools in various ways. The Northwest Regional Educational Laboratory is training people in State departments of education, schools of education and other support agencies so that they can help rural citizens and educators identify and address their communities' education problems. And a major study by the Institute for Responsive Education of citizen participation will identify ways parents and community members can be effective partners in school and district decision-making.

Linking people together for improved problem solving. The Program is supporting a Teachers' Center Exchange that helps established teachers' centers share ideas about teaching and materials and information about staff development. The Exchange also makes it possible for the established centers to share their experience with other people who would like to begin new centers. The Exchange is part of a continuing program of research and action that is exploring the potential of linking citizens, educators and researchers in networks that will enable them to work together on common problems in schools and communities.

Understanding basic organizational processes. Effective problem solving in education requires a healthy organization at the school building and district levels. Through a continuing research grants program, the group supports studies to explain the reasons for ineffective organizational performance, and point to ways that organizational functions such as planning, decision-making, staff and curriclum development, instructional organization and evaluation can be strengthened.

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